**Supplementary Table 1**

*Search Terms Used to Identify Potential Articles for Scoping Review*

|  |  |
| --- | --- |
| Search Term Category | Search Terms |
| Transition Aged Youth | “transition” OR “youth” OR “young adult” OR “teen” OR “adolescent\*” OR “high school\*” OR “school age\*” OR “middle school” OR “junior high” OR “post-secondary” OR “secondary” |
| Disability | “disable\*” OR “disabilit\*” OR “emotionally disturbed”  OR “emotional distrubance” OR “learning disab\*” OR “mental retard” OR “autis\*” OR “cognitive impairment” OR “cognitively impaired” OR “cognititve disab\*” OR “intellectual disabilit\*” OR “developmental delay” OR “developmentally delayed” OR “Attention deficit disorder” OR “attention deficit hyperactivity disorder” OR “visually impair\*” OR “visual impair\*” OR “low vision” OR “low-vision” OR “physical disabilit\*” OR “physically disab\*” OR “speech language disabilit\*” OR “speech or language impairment” OR “multiple disabilit\*” OR “orthopedic impairment” OR “blind”  OR “deaf” OR “deaf-blind” OR “deafblind” OR “sensory impair\*” OR “hearing impair\*” OR “emotional disorder” OR “emotional disturb\*” OR “behavior disorder” OR “traumatic brain injury” |
| Pre-Employment Transition Services or Providers | “pre-ets” OR “pre-employment transition” OR “rehabilitation counselor” OR “vocational rehab\*” OR “employment provider” OR “employment specialist” OR “community rehabilitation provider” |

**Supplementary Table 2**

*Characteristics of Included Studies*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Authors | Type of Pre-ETS | Research Design | Data Source(s) | Type of Analysis | Participants | Primary Disability of TAY |
| Awsumb et al., 2020 | JEC  WBLEs  C-PSE  WRT  I-SA  Gen Pre-ETS | Correlational | Questionnaire | Inferential   statistics | VR staff  Pre-ETS providers | General – disabilities not specified |
| Bishop et al., 2022 | JEC  WBLEs  C-PSE  WRT  I-SA | Correlational | Questionnaire | Inferential   statistics | Community-based rehabilitation   agency staff | General – disabilities not specified |
| Carlson et al., 2020 | JEC  WBLEs  C-PSE  WRT  I-SA  Gen Pre-ETS | Policy analysis | Policy   documents | Qualitative | N/A | General – disabilities not specified |
| Carter et al., 2021 | JEC  WBLEs  C-PSE  WRT  I-SA  Gen Pre-ETS | Correlational | Questionnaire | Inferential   statistics | K-12 staff and administrators | General – disabilities not specified |
| Castruita Rios et al., 2023 | JEC  WBLEs  C-PSE  WRT  I-SA | Correlational | RSA-911 | Inferential   statistics | VR Staff | General – disabilities not specified |
| Fleming et al., 2020 | JEC  WRT  I-SA | Experimental   (Repeated   measures) | Questionnaire | Inferential   statistics | TAY with disabilities | Autism; multiple disabilities; LD; OHI, other (mental/chronic health) |
| Ford et al., 2019 | JEC  WRT  I-SA | Multi-Method | Questionnaire  Interview | Descriptive   statistics  Qualitative | TAY with disabilities  Parents of TAY with   disabilities | Autism; LD; OHI; other (mental health) |
| Grossi et al., 2019 | WBLEs  I-SA  Gen Pre-ETS | Multi-Method | Questionnaire  Interview | Descriptive   statistics  Qualitative | TAY with disabilities  Parents of TAY   with disabilities | ID; autism; multiple disabilities; LD; OHI; hearing or visual impairments; orthopedic/physical disability; TBI, Deaf blindness; emotional disturbance |
| Honeycutt et al., 2023 | JCE  WBLEs  C-PSE  WRT  I-SA | Correlational | Questionnaire  School   records  RSA-911 | Inferential   statistics | TAY with disabilities  Parents of TAY   with disabilities  VR staff | ID; autism; LD; orthopedic/physical disability; emotional disturbance; other (ADD/ADHD, sensory disability) |
| Lambert et al., 2023 | JEC  WBLEs  WRT | Qualitative | Interview | Qualitative | Parents of TAY with   disabilities  K-12 special education   staff  VR staff | Significant disabilities including ID; autism; multiple disabilities; learning disabilities; OHI; hearing or visual impairments |
| Lau & McKelvey, 2023 | JEC  WBLEs  WRT | Multi-Method | Questionnaire  Interview | Inferential   statistics  Qualitative | TAY with disabilities  Parents of TAY with disabilities K-12 special education staff  Pre-ETS providers | Significant ID |
| McDonnall et al., 2018 | Gen Pre-ETS | Descriptive | Questionnaire  Interview | Descriptive   statistics  Qualitative | VR Staff | ID; blind and visually impaired |
| Neubert et al., 2018 | JEC  WBLEs  C-PSE  WRT  I-SA  Gen Pre-ETS | Correlational | Questionnaire | Inferential   statistics | VR Staff | General – disabilities not specified |
| Oertle et al., 2017 | JCE  WBLEs  C-PSE  WRT  I-SA | Correlational | Questionnaire | Inferential   statistics | K-12 special education staff  VR staff | General – disabilities not specified |
| Roux et al., 2019 | Gen Pre-ETS | Policy analysis | Policy   documents | Qualitative | N/A | General – disabilities not specified |
| Salon et al., 2019 | C-PSE  WRT  I-SA  JEC | Experimental   (Pre-and post-   test) | Questionnaire  Interview | Qualitative | TAY with disabilities  Transition network facilitators | General – disabilities not specified |
| Schutz et al., 2021 | Gen Pre-ETS | Multi-Method | Questionnaire  Community   Conversation   table notes | Descriptive   statistics  Qualitative | Parents of TAY with disabilities  K-12 special education staff  Other (school, business, city, and   county reps) | General – disabilities not specified |
| Schutz et al., 2022 | JEC  WBLEs  C-PSE  WRT  I-SA | Correlational | Questionnaire | Descriptive   statistics  Inferential   statistics | Parents of TAY with   disabilities | Autism; Deaf blindness; Deafness; developmental delay, emotional disturbance; functional delay; hearing impairment; ID; multiple disabilities; orthopedic impairment; OHI; specific LD; speech or language impairment; TBI; visual impairment; intellectually gifted; unsure |
| Schutz et al., 2023 | Gen Pre-ETS | Qualitative | Interview  Focus groups | Qualitative | Parents of TAY with   disabilities  K-12 special education staff  VR staff  Other (adult agency staff,   employers, school district   leaders) | Significant disabilities including ID; autism; multiple disabilities |
| Schutz & Travers, 2023 | Gen Pre-ETS | Mixed methods | Questionnaire  Interview | Descriptive   statistics  Qualitative | K-12 special education staff  K-12 administrators | General – disabilities not specified |
| Sherwood et al., 2023 | WRT | Mixed methods | Questionnaire  Interview | Descriptive   statistics  Qualitative | Administrative leaders  Teachers | Autism |
| Smith, Sherwood et al., 2021 | WRT | Experimental   (Randomized   control trial) | Questionnaire  Mock interview | Descriptive   statistics  Inferential   statistics | TAY with disabilities  Parents of TAY with disabilities  Teachers | Autism |
| Smith, Smith, et al., 2021 | WRT | Experimental | Questionnaire  Reports from   virtual   interview   system | Descriptive   statistics  Inferential   statistics | TAY with disabilities  K-12 special education staff  K-12 administrators | Autism; learning disabilities; OHI; speech and language; emotional  disturbance |
| Tansey et al., 2023 | JEC  WBLEs  C-PSE  WRT  I-SA | Correlational | Questionnaire | Inferential   statistics | VR Staff | General – disabilities not specified |
| Taylor et al., 2022 | Gen Pre-ETS | Policy analyses | Policy   documents | Qualitative | N/A | General – disabilities not specified |
| Williams & Smith, 2023 | WRT | Experimental   (Randomized   control trial) | Questionnaire | Descriptive   statistics  Inferential   statistics | TAY with disabilities;  Parents of TAY with disabilities  Teachers | Autism |

*Note.* Pre-ETS = pre-employment transition services; TAY = transition-aged youth; JEC = job exploration counseling; WBLEs = work-based learning experiences; C-PSE = counseling on postsecondary education; WRT = workplace readiness training; I-SA = instruction in self-advocacy; Gen = general; N/A = not applicable; RSA = Rehabilitation Services Administration; VR = vocational rehabilitation; LD = learning disabilities; ID = intellectual disability; OHI = other health impairment; TBI = traumatic brain injury; ADD = attention deficit disorder; ADHD = attention deficit hyperactive disorder.

**Supplementary Table 3**

*Characteristics of Pre-ETS Programs and Student Outcome Data*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Authors | Program Name | Pre-ETS Focus | Program Components/ Independent Variables | Dosage |
| Castruita-Rios et al., 2023 | NA | JEC  WBLEs  C-PSE  WRT  I-SA | JEC  WBLEs  C-PSE  WRT  I-SA | NA |
| Fleming et al., 2020 | Positive Engaged Pathways | JEC  WRT  I-SA | Identify and articulate post-school goals  Develop plan to achieve goals  Recognize and prepare for expected and unexpected challenges | 3-hour workshop |
| Ford et al., 2019 | Postsecondary Rewarding Education is Possible (PREP) Academy | JEC  WRT  I-SA | Classes focused on workplace readiness, job exploration, and self-advocacy  Mentorship from undergraduate students | 1 week college campus experience |
| Grossi et al., 2019 | Indiana School to Work (STW) Collaborative | WBLEs  I-SA  Gen- Pre-ETS | Community provider employment specialist embedded into the school  Discovery profile  Work experiences  Self-determination training  Benefits planning  Family training and support | NR |
| Honeycutt et al., 2023 | Linking Learning to Careers (LLC) | JCE  WBLEs  C-PSE  WRT  I-SA | WBLEs  VR usual services  College exploration and coursework at community college  Support from VR staff  Support for assistive tech.  Funding for transportation  Dedicated program staff | 24-month program |
| Lau et al. 2023 | Pre-ETS Toolkit | JEC  WBLEs  WRT | Lessons focused on job exploration and workplace readiness  Community work experience | 12 hours of services |
| Sherwood et al., 2023 | VIT-TAY | WRT | See Smith, Sherwood et al., 2021 | 15 sessions, 45-min each |
| Smith, Sherwood et al., 2021 | Virtual Interview Training for Transition Age Youth (VIT-TAY) | WRT | Self-guided e-learning curriculum focused on skills related to interviewing for jobs  Practice job application  Job interview simulator  Real time feedback form virtual help coach  Written feedback  Supplemental materials: social story and token reward system | 15 sessions, 45-min each |
| Smith, Smith et al., 2021 | Virtual Reality Job Interview Training (VR-JIT) | WRT | E-learning curriculum  Online job application practice  Virtual interview  Feedback | 15 sessions, 45-min each |
| Salon et al., 2019 | Guided Group Discovery (GGD) | C-PSE  I-SA  JEC  WRT | Learn about themselves, their skills, and conditions for success  Learn about services and supports available from adult service agencies | 10 sessions, 45-60 min each |
| Williams & Smith, 2023 | VIT-TAY | WRT | See Smith, Sherwood et al., 2021 | 15 sessions, 45-min each |

*Note.* Pre-ETS = pre-employment transition services; JEC = job exploration counseling; WBLEs = work-based learning experiences; C-PSE = counseling on postsecondary education; WRT = workplace readiness training; I-SA = instruction in self-advocacy; Gen = general.